DOCUMENT RESUME

ED 085 505 CE 000 641

TITLE	Announcement of the ACT Research Services for Colleges and Universities.
INSTITUTION	American Coll. Testing Program, Iowa City, Iowa.
PUB DATE	72
NOTE	52p.
AVAILABLE FROM	American College Testing Program, P.O. Box 168, Iowa City, Iowa 52240
EDRS PRICE	MF-$0.65 HC Not Available from EDRS.
DESCRIPTORS	Booklists; *Career Planning; Careers; *College Admission; Measurement Instruments; National Competency Tests; Placement; *Predictive Measurement; Research; *Research Projects; *Standardized Tests; Student Loan Programs

ABSTRACT

The booklet describes the American College Testing Program (ACT) research services available, gives directions for participation, and outlines benefits of participation. Descriptive research services provide information about a college and its students useful for comparison and planning. The Class Profile Service and Institutional Self-Study Service are two components of this Service. Two predictive research services (basic or standard) can be used for counseling and advising, sectioning and placement, evaluating admissions practices, evaluating grading standards, and for instructional emphases. Two research services associated with the ACT Career Planning Program are the Profile of Career Applicants and Career Planning Analysis Service. Two research services associated with ACT Financial Aid Services are a Profile of Financial Aid Applicants and a Management Reporting and Analysis Service. Special research projects are also available. Information is given on how participation can be scheduled and coordinated. Related ACT publications are listed, with brief annotations and prices. (MS)

FILMED FROM BEST AVAILABLE COPY

ED 085505

RESEARCH SERVICES

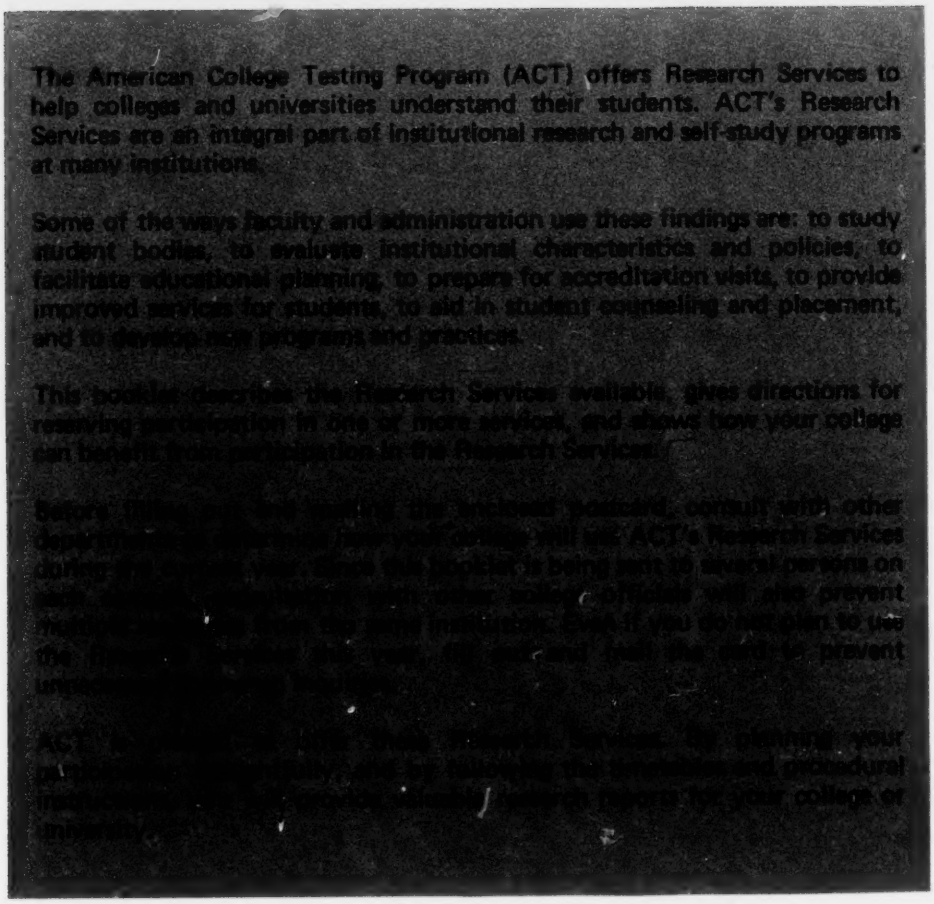
U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

"PERMISSION TO REPRODUCE THIS COPYRIGHTED MATERIAL BY MICROFICHE ONLY HAS BEEN GRANTED BY
ACT
TO ERIC AND ORGANIZATIONS OPERATING UNDER AGREEMENTS WITH THE NATIONAL INSTITUTE OF EDUCATION. FURTHER REPRODUCTION OUTSIDE THE ERIC SYSTEM REQUIRES PERMISSION OF THE COPYRIGHT OWNER."

ACT Research Services are designed to help colleges and universities understand their students and themselves.

FILMED FROM BEST AVAILABLE COPY

OVERVIEW



The American College Testing Program (ACT) offers Research Services to help colleges and universities understand their students. ACT's Research Services are an integral part of institutional research and self-study programs at many institutions.

Some of the ways faculty and administration use these findings are: to study student bodies, to evaluate institutional characteristics and policies, to facilitate educational planning, to prepare for accreditation visits, to provide improved services for students, to aid in student counseling and placement, and to develop new programs and practices.

This booklet describes the Research Services available, gives directions for receiving participation in one or more services, and shows how your college can benefit from participation in the Research Services.

© 1972, 1971, The American College Testing Program. Printed in the U.S.A. All rights reserved.

CONTENTS

Research Services Offered by ACT 2
Descriptive Research Services 7
Class Profile Service 7
Institutional Self-Study Service 11
Predictive Research Services 16
Basic Research Service 16
Standard Research Service 19
Research Services Associated with the ACT Career Planning Program 25
Profile of Career Applicants 25
Career Planning Analysis Service 26
Research Services Associated with the ACT Financial Aid Services 28
Profile of Financial Aid Applicants 28
Management Reporting and Analysis Service 29
Special Research Projects 30
Planning Participation in Research Services 31
Notice to Past Participants in ACT Research Services 37
Questions and Answers 38
Related Guidance and Placement Services 42
Guidance Profile: Two-Year College Edition 42
College Mathematics Placement Examination 42
Consultation Services—Regional Offices 43
Related ACT Publications 45
ACT Postdoctoral Summer Research Fellowships 49

The American College Testing
Program offers the following

RESEARCH SERVICES

to participating colleges
and universities.

SERVICES OFFERED:		COST:
Descriptive Services Associated with the ACT Assessment	1) Class Profile Service	No charge
	2) Institutional Self-Study Service	At cost
Predictive Services Associated with the ACT Assessment	3) Basic Research Service	No charge
	4) Standard Research Service	No charge
ACT Career Planning Program Services	5) Profile of Career Applicants	No charge
	6) Career Planning Analysis Service	No charge
Financial Aid Planning Services	7) Profile of Financial Aid Applicants	No charge
	8) Management Reporting and Analysis Service	Cost shared
Special Research Projects	9) Special subgroup research reports	At cost
	10) Composite (combined) research reports for groups of colleges	At cost
	11) Specialized analyses for systems and groups of colleges	At cost
	12) Questionnaire Analysis Service	At cost

Eligibility. Any postsecondary institution is eligible for an ACT Research Service provided it has participated in the necessary data collection program which supplies data for the analyses, and provided it can meet the sample size requirements and the time schedules specified. However, a college cannot participate in both the Basic and Standard Research Services in the same year at no cost.

Rationale. The Research Services are designed to aid colleges in their institutional research and self-study programs by providing uniform data analyses through a variety of descriptive, predictive, and evaluative programs. Participating in the services means that colleges are able to receive routine analyses of student data for evaluation and institutional planning. Furthermore, because of mass processing the analyses are economical; and extensive normative data can be developed for comparative purposes with little effort on the part of institutional officials.

Advantages. Participation in ACT's Research Services (a) requires only a modest investment of the institutional research staff's time; (b) allows institutional research personnel to conduct needed research studies unique to the institution because they receive comprehensive and basic data from ACT that they might otherwise spend most of their time compiling; and (c) yields extensive research reports enabling an institution to examine its programs and practices and to compare local findings with those obtained from other colleges.

Cost. The following six Research Services are provided *without charge* to ACT-participating postsecondary institutions:

- Class Profile Service
- Basic Research Service
- Standard Research Service
- Profile of Career Applicants
- Career Planning Analysis Service
- Profile of Financial Aid Applicants.

In order to receive these services at no cost, the institution must have basic information for the requisite number of students and must adhere to procedures and timetables outlined by ACT Research Services. The Management Reporting and Analysis Service is offered on a cost-sharing basis. The Institutional Self-Study Service and the special research projects are offered at cost.

Arranging participation. Interested colleges should fill out and return the registration card mailed with this booklet before February 1. For information about special analyses of college systems or groups of colleges, write to ACT Research Services, P.O. Box 168, Iowa City, Iowa 52240, outlining your special needs.

Outline of services. Following is a brief outline of each of the ACT Research Services and its use.

Descriptive Research Services Associated with the ACT Assessment

Class Profile Service provides a comprehensive description of the entering freshman class and another description of those students who sent their scores to your college but did not enroll there. If the college prefers, in lieu of these two research reports, reports can be obtained for two specific student freshman groups on campus.

Drawing upon test scores, high school grades, and other educational information collected routinely by ACT, a series of tables describe key characteristics of the entering student groups:

- students' academic abilities, goals, and aspirations
- selected needs relevant to student personnel services
- students' out-of-class achievements
- report of college choice considerations
- report of demographic characteristics.

Unlike most of the other Research Services, which are concerned with currently enrolled freshmen, the Class Profile Service describes *freshmen who will enter your college next fall.* See the complete description of the Class Profile Service beginning on page 7.

Institutional Self-Study Service provides a comprehensive research report that allows students (whether they be end-of-year freshmen, sophomores, juniors, seniors, or other groups) to express their opinions about many aspects of the institution and about their development in various areas. Student opinion provides a source of information that an institution may use to examine its services, policies, and educational programs. Since a special questionnaire designed for this service is used, colleges *not* participating in the ACT Assessment Program can use this Research Service. However, those colleges that have participated in the Class Profile Service receive a large number of additional tables in their reports which relate the current student data to the college entrance data so that further evidence of student change or lack of student change might be observed. A number of locally developed questions to meet unique needs of the campus may be incorporated into the questionnaire and response tabulations for these will also appear in the research reports received. Furthermore, different questions can be asked different groups of students.

Men, women, and total group analyses are provided for as many as 12 different groups of students. Magnetic tapes and punched cards for follow-up research and for data bank purposes, that include college admissions data as well as the self-study data, are also provided. Extensive and varied national norms are furnished for comparative purposes. In addition, there is an option which can allow a college to compare the student opinions and evaluations with those of specific nonstudent groups, e.g., faculty, administrators,

alumni, dropouts, parents, governing boards, leaders from the community, etc. See the detailed description of the Institutional Self-Study Service beginning on page 11.

Predictive Research Services Associated with the ACT Assessment

Basic Research Service supplies analyses of the relationships between ACT scores and high school average on the one hand, and first-term overall college grades on the other. This plan simplifies the responsibilities of the participating college and results in a brief, easy-to-understand report. Small colleges, newly participating colleges, those with a limited staff, and others often prefer this plan to the Standard Research Service. A more complete description of the Basic Research Service is found on page 16.

Standard Research Service provides a description of academic potentials and achievements of the current freshman class and develops the prediction equations used in forecasting the performance of future students. A comprehensive analysis is provided of both precollege information (ACT test scores, high school grades, and, if desired, information collected locally) and first-year college achievement (overall grades and grades in four specific courses or subject-matter areas) for as many as nine different groups of students. A more complete description of the Standard Research Service starts on page 19.

Research Services Associated with the ACT Career Planning Program

Profile of Career Applicants provides a detailed description of an institution's career applicants. Based on information gathered for the individual student's Career Planning Profile, distributions of scores are provided for various career abilities, vocational interests, out-of-class competencies, high school grades, goals, and job values, etc. In addition to these local norms provided to the school, national norms for all of the report tables are also available. See the detailed description of the Profile of Career Applicants on page 25.

Career Planning Analysis Service provides detailed descriptions by program of enrolled career students, analyzes student abilities and other data so that optimum predictions of success (for guidance and placement purposes) can be made for the different programs, summarizes student reactions to various aspects of the institution, and explores specific local concerns as outlined by officials at the institution. The Career Planning Profile taken prior to enrollment, the Student Follow-Up Questionnaire completed near the end of the first term of attendance, and student grade records are the sources which provide data for the analysis. The research report received by the institution is preliminary in the sense that it focuses on the students only

through the first term. A postprogram follow-up analysis is presently under development by ACT. For a more complete description of the Career Planning Analysis Service, see page 26.

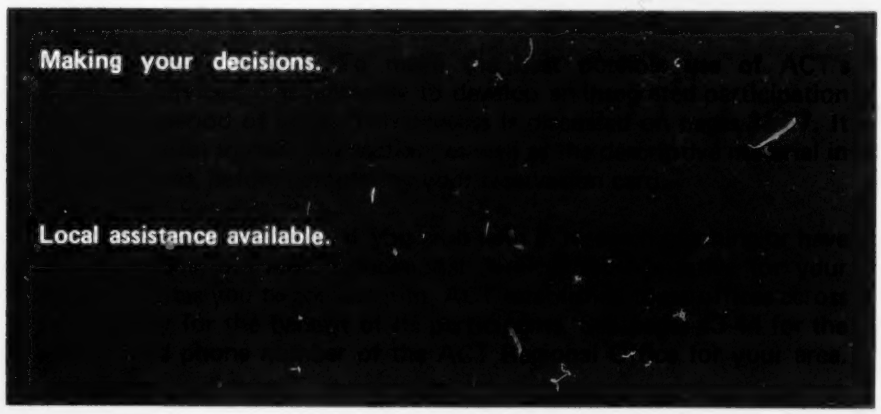
Research Services Associated with the ACT Financial Aid Program

Profile of Financial Aid Applicants will be provided at no charge in the fall for all colleges and universities that received 50 or more ACT Comprehensive Financial Aid Reports (CFARs) from financial aid applicants during the preceding year. The Profile will provide aid administrators with an early overview of students who applied for financial assistance for the new school year. See the more detailed description of the Profile of Financial Aid Applicants on page 28.

Management Reporting and Analysis Service, for which institutions will be charged $100, can be sent to the participating institution in time for the Federal Fiscal-Operations Report, which must be completed in August. Any institution with 200 or more aid applicants which uses ACT for 50% or more of its aid applicants is eligible to participate in the Research Service. This service provides comprehensive quantitative information which an aid administrator can use to evaluate his financial aid program and award-making policy and to fill out the Federal Fiscal-Operations Report. See the more detailed description of the Management Reporting and Analysis Service on page 29.

Special Research Projects

Special Class Profile subgroups may be developed for individual colleges and groups of colleges. Other special research projects include composite (combined) research reports for college systems and specialized analyses of state systems and other groups of colleges tailored to the requests of a central coordinating agency or a research commission. For a more detailed description of ACT Special Research Projects, see page 30.



DESCRIPTIVE RESEARCH SERVICES

associated with the
ACT Assessment

Descriptive information about a college and its students is interesting and useful to such groups as faculty, administrators, and researchers. It is especially useful to college administrators for making comparisons, evaluating, and planning. The two descriptive services associated with the ACT Assessment are described here.

CLASS PROFILE SERVICE

This is a no-charge service for ACT institutions having at least 25 students with scores sent to the college between October 1 and the following September 30. The Enrolled Report describes the incoming freshman class while the Nonenrolled Report describes students who sent their scores to the college but did not enroll.

What the Class Profile does. The Class Profile Service provides participants with reports describing their entering class in terms of important educational needs and competencies:

- Tables in the areas of goals and aspirations, college plans, student needs,

personal and demographic data, out-of-class achievements, college attractions, and academic ability

- A report describing the college's enrolled students and another describing the students who had their ACT scores sent to the college but did not enroll (In lieu of these reports, Class Profile Reports can be obtained for any two freshman groups on campus.)

- A description of unique aspects of your college and an identification of ways in which it resembles other colleges (Norms are available for various national, regional, and state populations.)

- Separate analyses for men and women

- Special at-cost options such as Supplementary Punch Cards for further on-campus research, additional Class Profile Reports based on student subgroups, and composite reports based on students at an associated group of colleges.

How the Class Profile can serve your college. Information in the Class Profile Report should help college administrators examine their policies in such areas as admissions, instruction, and student counseling.

Comparisons of enrollees with interested students who did not enroll can serve as a rough measure of the effects of your institution's current admissions policies and public information programs. Successive Class Profile Reports should reveal shifts in the nature of the student body and help in the regular appraisal of admissions policies and public information programs. We recommend that a college participate in the Class Profile Service every year.

By individual arrangement, Class Profiles can be run for special student groups at cost: on-campus vs. off-campus, dropouts vs. persisters, urban vs. rural, in-state vs. out-of-state, liberal arts vs. engineers, etc. Subgroup reports can improve your understanding of special characteristics for specific segments of the student body.

Also available at cost are Composite Class Profiles for groups or systems of colleges desiring special group Class Profile norms. Composite reports allow you to compare your students with those at colleges that are most similar to your own college.

Your participation in Class Profile also enables ACT to provide a Supplementary Punch Card on each of your enrolled students. Colleges with punch card equipment will find these cards can strengthen and expedite local research programs by providing data necessary for further studies.

Responsibilities of participating colleges. Colleges participating in this service agree to—

- Follow the time schedule announced in the instructional materials.
- Identify enrolled students in accordance with ACT instructions.

Research reports and interpretive material. Each participating college receives the following:

- *Enrolled Student Report*—A description of students who actually enrolled at your college.

- *Nonenrolled Student Report*—A description of students who asked to have ACT data sent to your college but failed to enroll.

  The Enrolled Student Report and the Nonenrolled Student Report each contains 42 tables that include data in the form of means, standard deviations, and distributions of frequencies, percentile ranks, and percentiles. Every table in the Enrolled Report is paralleled by a comparable table in the Nonenrolled Report. Tables for both reports give results for men, women, and the total group. See the samples on pages 10 and 11.

- *College Student Profiles*—A separate publication sent with the reports listed above. It provides norms for the ACT Assessment.

- *Your College Freshman*—A publication facilitating interpretation of the data received.

Participation procedures. Participation is reserved by checking the appropriate box on the enclosed card and returning it to ACT Research Services *before February 1.* The same card should be used to reserve participation in the Basic or Standard Research Service described later in this booklet.

Institutions may participate in either the pre-enrollment plan or the postenrollment plan. The pre-enrollment plan is designed for institutions that are selective and thus can identify the members of their freshman class *at least 3 months before the opening of fall classes.* Since most ACT Program colleges cannot identify freshman class members this far in advance, the postenrollment plan is almost always selected. Participation in the pre-enrollment plan is possible only if the college is registered for pre-enrollment on the registration card. The postenrollment plan will still be open to institutions that do not register for postenrollment. ACT automatically sends a list of students (who requested that their ACT scores be sent to the institution) to nonregistered colleges having a sufficient number of student records for a report. Each college can then participate by simply identifying which of these students are in attendance on campus.

ACT CLASS PROFILE—FRESHMEN 1970-1971

Beta College Beta, Illinois Code 8500 Nonenrolled

TABLE 5.1 *Consideration given to various factors in making college choice (in percentages)*

	Major Consideration			Minor Consideration		
	Men	*Women*	*Total*	*Men*	*Women*	*Total*
I. INTELLECTUAL REPUTATION						
1. Intell. Atmosphere	44	49	47	56	52	53
2. Good Faculty	70	70	70	30	30	31
3. High Schol. Standards	53	55	54	47	46	46
4. Special Curriculum	62	69	65	39	31	35
II. SOCIAL CLIMATE						
1. Social Opportunities	42	50	46	58	50	54
2. Good Athletic Program	27	12	20	73	88	81
3. Coeducational	49	58	53	51	42	47
III. FINANCIAL CONSIDERATIONS						
1. Low Cost	24	25	25	76	75	76
2. Financial Aid Offer	31	31	31	69	68	69
IV. LOCATION AND SIZE						
1. Location	35	55	45	65	45	55
2. Size	30	50	39	70	50	61
V. SOURCES OF INFORMATION						
1. Advice of Parents	30	37	33	70	63	66
2. Information Given By High School Teacher	29	30	29	71	70	71
3. Information Given By High School Counselor	52	45	49	48	54	51
4. Coll. Admissions Counselor	44	53	48	56	47	52
5. Campus Visit or Tour	30	25	28	70	75	72

NUMBER OF STUDENTS: 172 MEN, 137 WOMEN — 309 TOTAL

The above is a sample Class Profile table describing prospective students who did not enroll at Beta in terms of the factors that influenced their choice of college. In comparing this table to the same table for enrolled students, college officials noted that nonenrolled students gave more consideration than did enrolled students to intellectual reputation and less consideration to financial aid offer and to advice of parents.

Pre-enrollment colleges must identify new freshman class members, in accordance with ACT instructions, *by July 15* to receive the Class Profile Report mailed by August 20. Postenrollment colleges must identify new class members *by December 10* to receive the postenrollment Class Profile Report mailed by January 31. If ACT receives the college's roster by November 15, its Class Profile Report will be mailed by December 10.

The Class Profile Service provides constructive information while requiring little clerical work by the institution. To be certain that only one official is handling this service at your college, consult other staff members (who may have received this publication) before mailing your reservation card. Such persons may include representatives in the following offices: admissions, counseling, testing, institutional research, freshman advising, school-college relations, and public information.

ACT CLASS PROFILE—FRESHMEN 1970-1971

Beta College | Beta, Illinois | Code 8500 | Nonenrolled

TABLE 5.6 *Within-state institutional preferences (total) listed according to the number of times selected choice 1*

College Code	Institution Name	City	Frequency First Choice	Second Choice	Third Choice
8500	BETA COLLEGE	BETA	107	21	38
8545	CENTRAL STATE UNIVERSITY	UPPER CITY	24	23	19
8510	UNIV. OF THE SOUTHEAST	ROLLING HEIGHTS	21	18	16
8547	ALPHA STATE UNIVERSITY	REGENT	18	31	10
8589	IVY COLLEGE	BEDFORD	17	8	1
8529	CORINTHIAN COLLEGE	CEDARVILLE	10	10	7
8574	GOTHIC COLLEGE	CENTER JUNCTION	6	7	7
8568	VALLEY COMMUNITY COLLEGE	VALLEY CITY	5	5	1
8587	METROPOLITAN COMMUNITY COLLEGE	CAPITAL CITY	5	4	3
8525	SOUTHWESTERN STATE UNIVERSITY	RIVER CITY	4	9	1
8538	HOLMES CITY COLLEGE	HOLMES	3	1	4
8517	ANDERSON STATE COLLEGE	ANDERSON	3	5	3
8572	PINE RIDGE COLLEGE	HILLS	3	0	0
8506	PRAIRIE COMMUNITY COLLEGE	PRAIRIE CITY	2	1	2
8507	BAKER TECHNICAL INSTITUTE	BAKERSTOWN	2	0	0
	ALL OTHER IN-STATE INSTITUTIONS		18	21	16
		TOTALS	248	164	128

The above is a sample Class Profile table describing prospective students who did not enroll at Beta in terms of their original choices of in-state colleges and universities. Admissions and public relations officials at Beta observed that most of their prospective students were probably lost to large universities and prestigious private colleges known for their quality programs. The same table for enrolled students indicated a different pattern of colleges and universities.

INSTITUTIONAL SELF-STUDY SERVICE

This is an at-cost Research Service for studying student opinions and student development for various groups of students on campus. In the new version of this service, evaluations by nonstudents such as faculty and staff, alumni, or parents can also be explored.

What the Self-Study Service does. The Institutional Self-Study Service extracts and organizes into detailed research reports data from a specially developed student instrument. The form was designed to be completed in 30 to 50 minutes by students at home, in class, or in an assembly. The reports can help campus officials evaluate their faculties, programs, services, effects on students, as well as other aspects of the institution. The planning and

management information provided by the Self-Study Service includes:

- Assessments of whether the institution is meeting its goals
- Observations of change patterns in students' goals and aspirations since entering college
- Assessments of the attitudes and evaluations of students concerning faculty, institutional policies and practices, facilities, and extracurricular programs
- Comparisons among student groups with different outlooks and with different levels of satisfaction
- Assessments of student development, both intellectual and nonintellectual
- Comparisons of outlooks and development for students at different grade levels, in different curricular areas, from different campus subcultures, or for other groups that are of special concern to faculty and staff
- Assessments of the quality of instruction on campus and the nature of the classroom atmosphere
- Correlations of various Self-Study Service indices of development and satisfaction with the students' college overall grade point averages
- Assessments of the effectiveness and usefulness of student services
- Year-to-year campus trends of student opinion and student development
- National normative data for sophomores and seniors at five different types of collegiate institutions (three public and two private)
- Reactions to the college made by faculty and staff, former students, and other groups of nonstudents on specially prepared questionnaires
- Comparisons between the reactions of students and nonstudents, and among various nonstudent groups
- Tabulations of the responses to special locally developed items (or special sets of items developed by ACT) designed to meet unique needs of the institution
- The opportunity to develop a meaningful data bank for in-depth and follow-up research purposes through use of a magnetic tape (or punched cards) that contains the Self-Study Service data plus a wide variety of student data gathered prior to college admission.

How the Self-Study Service can serve your college. If an Institutional Self-Study Service study is properly designed and conducted, the resulting research reports and magnetic tape (or punched card) data can be used to make a number of important contributions to:

- institution-wide administrative evaluation and planning
- accreditation
- campus policies and practices
- departmental evaluations and planning
- curriculum development
- physical facilities and campus planning
- advising and counseling
- faculty and instruction planning
- campus activities and atmosphere
- communications and public relations
- the evaluation of student growth and development.

The Self Study Service research results may have impacts in any of these areas, and in different ways. For example, the study results may indicate that the institution's philosophy, goals, and purposes are not being met in certain areas and may suggest why. As a result, remedial steps may be taken. In other areas, the findings may indicate serious actual or potential problems, but suggest no solutions. These, in turn, will stimulate anxiety and concern among campus officials. The result may be that a needed in-depth follow-up study will be initiated to explore possible solutions. In still other areas, assurance will be given that the college is doing a good job and should proceed in the same direction.

Knowing how various concerned publics see the institution will not only aid in institutional planning, but may assist in dealing with these publics effectively. Similarly, understanding the students' points of view may help in institutional evaluation and planning and also help in working with students appropriately. Through the Self-Study Service all students, not just a vocal minority, are being heard from. Furthermore, especially if students have assisted in setting the study objectives and in designing and promoting the study (as is suggested by ACT), this systematic opportunity to communicate their concerns and evaluations to college officials may create a campus climate that has greater communication, morale, concern, and understanding.

When the institution participates in the Self-Study Service on a periodic basis, trends can be noted to determine whether changes are taking place. Knowledge of such trends is important in formulating plans for the future and could have important monetary impacts. Such trends may also show whether newly implemented institutional policies and programs are having any effect on student opinions and development.

Responsibilities of participating colleges. Colleges that elect to participate in the Institutional Self-Study must agree to—

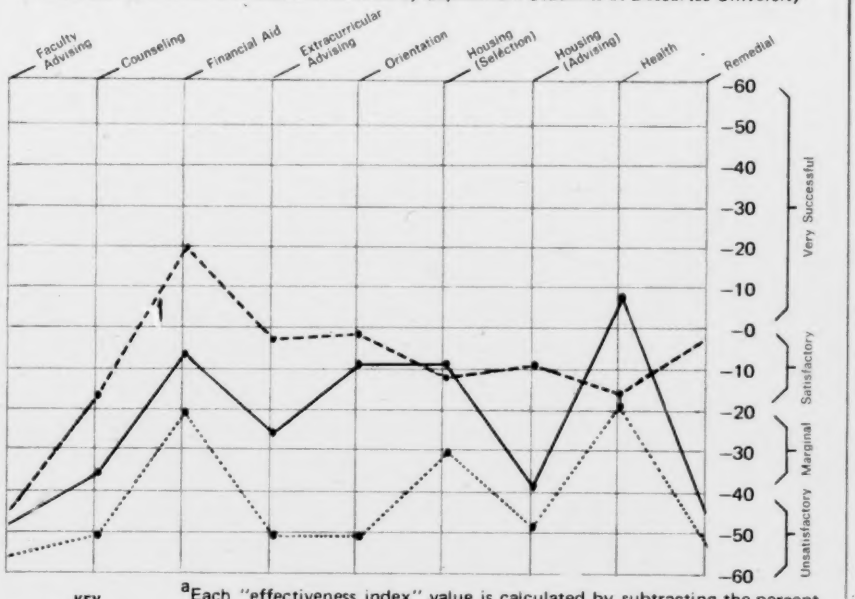
- Formulate the research objectives and design the study.[1]
- Distribute, administer, and collect the Self-Study Service instruments and answer sheets.
- Complete the required forms and send them, along with the completed answer sheets, to the Self-Study Service processing center.
- Make special arrangements if reports for more than 12 groups are needed.

Research reports and interpretive material. Each participating college routinely receives the following (through special arrangements, more than 12 groups can be explored for a small additional charge):

- *One* **Regular** *Institutional Self-Study Service Report*—Containing 39 tables grouped into seven major areas, the report gives percentage tabulations for the various items and scales of the Self-Study Service instrument (including the 24 special local items). Each table presents separate statistics for three different groups of students and/or other persons, and each group is broken down into statistics for men, women, and the total group. (Two copies of this report are received.)
- *Three* **Supplemental** *Institutional Self-Study Service Reports*—Each of these reports is identical to the regular report described above and presents results for three additional groups of subjects. The only requirement is that every student in a supplemental report also must have been in one of the regular report groups. These three supplemental reports, plus the regular report, allow the college to receive routinely men, women, and total group results for up to 12 different groups of people in one Self-Study Service participation. (Two copies of each report are received by the college.)
- *Institutional Self-Study Service Manual, Part II: Using the Research Reports*—This book was designed to aid institutional officials in making the best possible use of their research reports. Chapters discuss the interpretation, communication, and application of the research results. National norms for five types of colleges and special institutional comparison tables are included to assist in interpreting the results.

[1] An 86-page manual, *The Institutional Self-Study Service Manual, Part I: Research Planning,* provided by ACT will aid in this task and provides many helpful suggestions in carrying out the study. Representatives of ACT's Regional Offices are available, at no charge, to consult in these matters and to aid in any way they can, including interpretation, communication, and use of the results after the research reports have been received.

EXAMPLE: *Evaluations of Student Services by Sophomore Students at Descartes University*[a]



[a]Each "effectiveness index" value is calculated by subtracting the percent of students who rated the service "little benefit" from the percent rating it "extremely valuable." Thus, a negative value means that more students rated the service "little benefit" than rated it "extremely valuable." The opposite is true for positive values.

- *Institutional Self-Study Service Graphics*—ACT provides some basic graphic formats upon which can be plotted a college's Self-Study Service data and other normative data.

Participation procedures. Institutions can participate in the Self-Study Service at any time of the year. If all forms and answer sheets have been completed correctly, the processed reports will be mailed by the processing center within 2 weeks of receipt.

Steps to be taken to participate in the service are explained fully in the *Institutional Self-Study Service Manual, Part I: Research Planning.* This manual along with a sample research report, a copy of the student form of the instrument, order forms, and other informational materials will be sent free of charge to any institution requesting them. To receive these materials, check the appropriate box on the registration card sent with this booklet or contact one of the following:

The ACT Regional Office
for your region
(Addresses and telephone
numbers are listed on
pages 43 and 44.)

Educational Services Division
The American College Testing Program
P.O. Box 168
Iowa City, Iowa 52240
Telephone 319/351-4470

PREDICTIVE RESEARCH SERVICES

associated with the
ACT Assessment

If an institution participates in an ACT Predictive Service, it can automatically receive grade predictions for each of its prospective students. Data in the Predictive Research Reports can be used for counseling and advising purposes, for sectioning and placement, for evaluating admissions practices, for evaluating grading standards, and for instructional emphases. The two Predictive Research Services associated with the ACT Assessment are discussed here.

BASIC RESEARCH SERVICE

A no-charge service for ACT institutions with at least 100 ACT student records. Freshmen of previous years can be included through the use of Supplementary Rosters. This service focuses on your present freshmen.

What the Basic Plan does. The Basic Research Service includes selected descriptive, predictive, and interpretive information. It provides:

Distributions of ACT scores, high school average, and first-term overall college grade point average (GPA)

Correlations of ACT scores and high school grades with overall college grades

Computational tables for predicting overall GPA and expectancy tables for interpreting that prediction

Separate analyses for men and women students, if records for at least 100 students of each sex are provided.

How the Basic Plan can serve your college. This plan is designed to be particularly appropriate for colleges that have not participated previously in ACT's Research Services, for small colleges, and for institutions that participated in the Standard Research Service during the preceding year. Clerical (reporting) responsibilities of the college are minimal. Because the research design is simple, the findings are easily interpreted. Although the report deals with only one criterion (first-term overall GPA), this criterion is a critical one.[2]

Information regarding probabilities of overall academic success for future students at your college will be reported on Line 4 of ACT's Student Profile Reports. Such information is especially useful to admissions officers, scholarship committees, honors program directors, advisers, and counselors. Another important use of the Basic Research Service Report is in the evaluation of overall grading practices. Most colleges wish to make sure that campus grading practices correspond to the educational philosophy and objectives of the particular institution. Through use of the Basic plan, you can make an objective evaluation of the overall grading practices at your college.

Responsibilities of participating colleges. Colleges electing to participate in the Basic Research Service agree to—

Follow the specified time schedule.

Report first-term overall GPA for new freshmen in accordance with ACT instructions.

Research reports and interpretive material. Each participating college submitting 100 or more student records receives the following:

Summary Analysis Report—Contains 10 tables. The report summarizes the basic correlational information; shows the distributions of ACT scores,

[2]Estimates of academic potential should be based on measures that best predict future success. After one term in college, the first-term GPA can be used as such a measure. Generally, it is superior to any combination of objective test results. Hence the prediction of overall GPA on the basis of ACT data is especially important for first-term performance.

high school grades, and college grades at the college; shows how ACT scores and high school grades correlate with freshman grades; and provides computational and expectancy tables to facilitate interpretation of ACT data for individual students. Examples of two Basic Research Service Report tables are shown below.

Research Report for Men—Contains 10 tables (corresponding to those in the Summary Analysis Report). The college receives this only if it submitted data for 100 or more *men* students.

Research Report for Women—Contains 10 tables (corresponding to those in the Summary Analysis Report). The college receives this only if it submitted data for 100 or more *women* students.

Your College Freshmen—A book designed to help in the interpretation of your report.

Participation procedures. If you wish to participate in the Basic Research Service, fill out and return the reservation card enclosed with this booklet *before February 1.* Instructions will be mailed to participating colleges by February 23.

To prevent duplication of correspondence concerning this service, consult your colleagues before returning the reservation card. Personnel from the following offices should be contacted: admissions, counseling, testing, institutional research, freshman advising, and financial aids.

Basic Research Service Report

Corinthian College College Code 9011 Summary Analysis

TABLE 6 *Academic potential and grading practices*

	Mean	PR of Mean*	SD
ACT Composite	18.8	41	3.90
HSA	2.74	74	0.72
College GPA	1.90	13	0.82

Number of students = 671

*Percentile ranks of institutional means based on all colleges participating in the Research Services during the past three years.

The above is a sample Basic Research Report table comparing Corinthian College with other Research Service participants in terms of college grades and academic potentials (ACT Composite, HSA). The table suggests that grading standards at Corinthian are relatively strict.

Basic Research Service Report

Corinthian College College Code 9011 * Summary Analysis

TABLE 4 *Means, standard deviations, and intercorrelations of ACT scores, HSA, and college GPA*

	Test 2 (Math)	Test 3 (Social Studies)	Test 4 (Natural Sciences)	HSA	College GPA	Mean	SD
1. English Test	.40	.55	.47	.26	.45	18.2	4.14
2. Mathematics Test		.41	.51	.23	.32	18.7	4.99
3. Social Studies Test			.60	.18	.43	18.7	5.47
4. Natural Sciences Test				.10	.33	18.9	5.25
(ACT Composite)					.46		
(Multiple, 4 ACT Tests)					.52		
5. HSA					.51	2.74	0.72
6. College GPA						1.90	0.82

Number of students = 671

Multiple correlation of the four tests and HSA with college GPA = .64

Standard error of estimate (for 5-variable prediction) = .63

The above is a sample Basic Research Report table showing the validity of ACT scores and HSA (average of the four high school grades reported by ACT) in predicting first-term college grades (GPA) at Corinthian College.

STANDARD RESEARCH SERVICE

A no-charge service for institutions with at least 100 ACT student records. Freshmen of previous years can be included through the use of nonprepared cards. The Standard Research Service focuses on your present freshmen.

What the Standard Plan does. The Standard Research Service provides the following kinds of information:

Descriptive

Distribution of overall freshman grades, permitting comparison with grade distributions from similar colleges

Distribution of grades in certain departments, making interdepartmental, as well as interinstitutional, comparisons possible

Distribution of ACT scores and high school grades for various groups of students enrolled on your campus, allowing comparisons of these data with results from other colleges.

Predictive

Multiple-regression analyses using several kinds of measures as predictors of overall grades and grades in various courses: ACT scores, high school

grades, and optional local measures (tests, ratings, indices). These analyses reveal the predictive ability of each measure alone and in combination with other measures

Tables of intercorrelations, multiple correlations, regression coefficients, and standard errors of estimate.

Interpretive

Extensive *local and national norms*

Computational tables for calculation of predicted grades

Expectancy tables for the interpretation of predicted grades.

Maximum benefits occur with careful planning. Unless substantial changes occur in a college's policies and practices, or unless different courses, subgroups, or Local Predictors are studied, most colleges and universities will want to participate in the Standard Research Service only once every 2 or 3 years. (See pages 31-37.)

How the Standard Plan can serve your college. Participating colleges receive assistance with a number of common problems. The Standard Research Service enables ACT to report routinely a student's chances of success in various courses or alternative programs at your college. These reports are made on Line 4 of the Student Profile Report. The booklet, *Using ACT on the Campus,* explains how Line 4 can be used to—

Assist in making admissions decisions
Select candidates of unusual academic promise (scholarship programs, honors programs, etc.)
Section basic freshman courses
Advise and counsel individual students.

In addition, the probability of success in various types of academic endeavors at your college is concisely reported for prospective students. ACT is unable to supply this information to colleges not participating in the Standard Research Service. The report also facilitates examination of the grading practices of various departments (in relation to the academic ability of the students they attract) and appraisal of local testing and evaluation programs.

Responsibilities of participating colleges. Colleges electing to participate in the Standard Research Service agree to—

Follow time schedules given in the instructional manuals and in other instructional material.
Design their participation within the limits of the flexible arrangement described below.

Designing Standard Plan participation. Because of widely varying needs, administrative arrangements, and facilities, individual colleges must make several decisions.[3] These include: What subgroups (if any) should be studied? What criteria (college GPAs) should be reported for each subgroup? What Local Predictors (if any) should be analyzed for each subgroup?

Subgrouping. At many colleges, first-year programs are similar for the majority of students. In such cases, subgrouping is seldom worth the additional time and care required. However, when there is reason to believe that results from one group of students at a college would differ significantly from the results for another group, separate analyses should be sought for each. An institution can receive as many as nine subgroup analyses, *provided that each group includes at least 100 students.*

Subgrouping on sex and curricular bases has proved particularly valuable. In some institutions useful information has been obtained by subgrouping on the basis of housing (fraternity, dormitory, off-campus), home residence (local, in-state, out-of-state), and high school (usually one or two major "feeder" schools versus the remainder). Institutions may develop subgroups in any way they think reasonable, provided that at least 100 students comprise each subgroup. The same students may be included in several different subgroups.

In addition to the subgroup reports, a Summary Analysis Report is usually prepared which combines the data for two or more subgroups. In designing participation, however, the college must make certain that *no student appears more than once in the Summary Analysis.*

Criteria. The first-term or first-year overall grade point average (GPA) must be reported for each student. Four additional criteria may be reported for each group. Usually these criteria are GPAs in specific English, mathematics, social sciences, and natural sciences courses. However, they may include GPAs for several courses in each area, GPAs for entirely different courses

[3] Colleges interested in receiving consultative assistance in making these decisions should write to the ACT Regional Office for their area (see pages 43-44) or to ACT Research Services, P.O. Box 168, Iowa City, Iowa 52240.

(such as foreign languages or humanities), or some criterion other than a GPA (a teacher rating of "scholarly promise," a score on a reading test, a rating of writing proficiency, etc.).

A different set of criteria may be reported for each subgroup. For instance, in addition to overall GPA, a college might report algebra GPA, trigonometry GPA, chemistry GPA, and engineering drawing GPA for engineering students. The same college might report English GPA, humanities GPA, psychology GPA, and biology GPA for arts and sciences students. Analyses of a given criterion can be made only when it has been reported for at least 100 students.

Local Predictors. Colleges new to the ACT Program or wishing to evaluate some experimental tests or measurements may want to consider the Local Predictor option. Upon request, analyses are made for as many as five Local Predictors for each subgroup. These analyses compare the predictive value of locally collected measures with that of the standard ACT measures. They also combine the two optimally. Colleges often use such Local Predictors as commercially available tests of aptitude, achievement, personality, interest, and study habits; locally constructed departmental screening tests; ratings on English themes; high school rank; and number of units of high school mathematics, foreign languages, or science.

While most colleges report the same set of Local Predictors for each subgroup, it is possible to report entirely different Local Predictors for each group. Thus, large colleges theoretically could obtain analyses of as many as 45 Local Predictors (5 for each of 9 subgroups).

Research reports and interpretive material. Each participating college receives the following:

Summary Analysis Report—This report contains Highlight Tables, Local Interpretation Tables, and Technical Tables. If the college has submitted data for subgroups, there are also Subgroup Comparison Tables.

Subgroup Reports—These reports contain tables corresponding to the first three types of Summary Analysis tables. Depending on its research plans, the college can receive from 0 to 9 subgroup reports.

Your College Freshmen—A book designed as a guide to the use and interpretation of each type of table.

Sample tables are shown on the following pages.

Participation procedures. Steps to be taken are explained fully in the *Research Design Manual* and other instructional materials that will be mailed to participating colleges by *February 23.* To obtain them, fill out the reservation card enclosed with this booklet and return it *before February 1.*

For campus-wide coordination and planning, and to be certain that only one official from your college is handling this service, check with other appropriate staff members before mailing the reservation card. We suggest consulting representatives of the following offices: admissions, counseling, testing, institutional research, freshman advising, financial aids, and freshman departments (English, mathematics, and others).

Standard Research Service Report

Gothic College | College Code 8774 | Subgroup - 3

TABLE H-1 *Relative efficiency of different ACT indices in predicting college grades*

College GPA	N	T Index R	T Index SE-EST	H Index R	H Index SE-EST	TH Index R	TH Index SE-EST
English	276	0.601	0.741	0.583	0.754	0.675	0.679
Mathematics	195	0.507	1.076	0.506	1.076	0.593	0.994
Social Studies	144	0.483	1.120	0.676	0.943	0.689	0.914
General Psychology	123	0.566	0.903	0.669	0.815	0.701	0.768
Overall	289	0.555	0.771	0.671	0.687	0.700	0.657

*National medians for ACT indices obtained from the 1965, 1966 and 1967 Research Services**

College GPA	T Index R	T Index SE-EST	H Index R	H Index SE-EST	TH Index R	TH Index SE-EST
English	0.473	0.808	0.485	0.799	0.568	0.751
Mathematics	0.428	1.040	0.453	1.030	0.525	0.968
Social Studies	0.470	0.869	0.477	0.865	0.558	0.805
Natural Sciences	0.462	0.912	0.494	0.901	0.565	0.845
Overall	0.479	0.673	0.541	0.647	0.603	0.611

**These data are taken from summary tables S-4.1 through S-4.6.*

The above is a sample table giving information about the predictive validity of ACT data at Gothic College and nationally. The T Index describes the multiple correlation of the four ACT tests with grade point averages. The H Index gives comparable data regarding the four high school grades which ACT routinely reports. The TH Index shows the predictive validity of test scores and high school grades combined. Standard errors of estimate (SE-EST) are also reported.

Standard Research Service Report

Gothic College | College Code 8774 | Summary Analysis

TABLE SC-2.5 *Overall grades in college and academic potential*

Subgroup	Number of Students	ACT Composite Mean	ACT Composite SD	High School Average Mean	High School Average SD	College GPA Mean	College GPA SD
1. Industrial Education	306	18.1	4.82	2.00	0.61	1.59	0.86
2. Business	374	18.8	4.49	2.32	0.70	1.81	0.92
3. Education + Phys Ed	289	18.0	4.31	2.49	0.69	1.83	0.76
4. Bio, Chem, Phys, or Math	262	21.8	4.10	2.73	0.71	2.00	0.95
5. Undecided	534	19.3	4.57	2.39	0.66	1.93	0.89
6. Art, Lang-Lit, Music	154	20.1	4.65	2.66	0.71	2.32	0.87
7. Soc-Sci, Nurs, Home Ec	184	19.0	4.53	2.52	0.66	1.98	0.80
8. Men*	592	19.5	4.66	2.23	0.69	1.77	0.88
9. Women*	408	19.0	4.63	2.65	0.66	2.06	0.90
Summary Analysis	1000	19.3	4.65	2.40	0.71	1.89	0.90

*Included in Summary Analysis

The above is a sample table comparing various subgroups at Gothic College with respect to their overall grades (last column) and academic potentials, as estimated by the ACT composite and the average of four high school grades. Means and standard deviations (SDs) are reported.

RESEARCH SERVICES

associated with the
ACT Career Planning Program

The Career Planning Program is a guidance-oriented system for collecting, analyzing, and reporting a broad range of student interests, abilities, and other career-related characteristics. While directed toward institutions which emphasize vocational and technical education beyond high school, the Career Planning Program has general applicability in helping students make informed decisions about careers. The two Research Services associated with this program are described in this section.

PROFILE OF CAREER APPLICANTS

A no-charge service which focuses on students whose Career Planning Profile data were sent to the institution. No action is required on the part of the college. Research reports are automatically sent in the fall of the year to all institutions which have received inventory results for 25 or more students during the test year.

The Profile of Career Applicants is a free-of-charge Research Service that provides career program and institutional officials with useful local norms for their applicants. The Career Planning Program history file terminates on October 1, and the reports are prepared based on all applicants for the

current school year who completed the inventory. Distribution to the schools is during early November and the report consists of—

- Distributions of scores made by applicants on the various Career Planning Profile ability tests
- Distributions of vocational interests
- Distributions of out-of-class competencies
- Distributions of high school grades
- Distributions of self-estimates of skills
- Means and standard deviations for Career Planning Program tests by planned educational program of applicants
- Means and standard deviations of Career Planning Program tests by vocational choice of applicants
- Distributions of goals and job values of applicants
- Distributions of work experiences and preferences
- Distribution of parents' education
- Distribution of parents' occupation
- Distribution of family income.

Accompanying this report is a descriptive booklet, *Your Career Applicants,* that describes how to interpret and use the information. Also provided are national norms for vocational-technical students beyond high school.

CAREER PLANNING ANALYSIS SERVICE

A no-charge service that focuses on first-year students enrolled in career programs. Any institution which received a Profile of Career Applicants report in November is eligible to participate in the Career Planning Analysis Service during the December 5 through March 15 time period designated for such participation. Utilizing comprehensive student data gathered prior to entrance and data gathered after a term of attendance at the institution, the research report generated by this service provides an analytic profile of first-year career students and of programs in which they are enrolled.

The Career Planning Analysis Service is a free-of-charge Research Service that explores characteristics of enrolled first-term career students and their educational programs. The key instrument in this service is the Student Follow-Up Questionnaire, which may be administered to students during their first year. This brief questionnaire provides a convenient way to obtain

and summarize student reactions to institutional programs, services, and facilities. In addition, summaries of responses are provided for up to 10 items developed locally. Students are also given an opportunity to reassess and specify their current vocational and educational plans. Finally, the institution has the option of reporting, for each student, the level of performance in vocational-technical and academic coursework.

Data from the Career Planning Profile, the Student Follow-Up Questionnaire, and the course performance reports are integrated, analyzed, and returned to the institution in the form of an extensive summary, the Career Planning Analysis Report. Colleges can also elect to identify up to 18 educational programs for which they would like to receive analyses.

Closely tied in with the analysis service is a newly developed prediction system that can yield effective predictions of grades based on small samples of students. Such small samples are found in many vocational and technical programs. Traditional regression analysis cannot be used to generate predictions of success in such programs because of the unsatisfactory amount of sampling fluctuations when the sample size is small. Utilizing Bayesian statistics, the new system makes use of information common to programs across institutions as it explores the uniqueness of the particular programs at the institution being analyzed. A result of these analyses is that students interested in the institution, and their counselors, can receive useful predictive information for various programs on that campus as a routine part of the Career Planning Profile Student Report.

The following timetable and procedures apply to the Career Planning Analysis Service:

By December 5 — ACT will have sent the rosters and Student Follow-Up Questionnaires plus necessary instructions to all eligible schools.

By February 17 — Each school will have returned its questionnaires and the completed College Information Form for the Career Planning Analysis Service to ACT.

By March 15 — ACT will have sent the Career Planning Analysis Report, along with an interpretive manual, *Interpretive Guide for the Career Planning Analysis Service,* to each school that returned the completed materials to ACT by February 17.

RESEARCH SERVICES

associated with the ACT
Financial Aid Services

Though some researchers who read this publication will not regularly have responsibility for research in the financial aid area, others may have recently acquired this charge or may expect to consult with campus aid administrators on research problems.

ACT Research Services in the financial aid area are described here for completeness so that institutional researchers may have a compilation of ACT's Research Services all in one publication.

PROFILE OF FINANCIAL AID APPLICANTS

A no-charge Research Service that focuses on financial aid applicants for the school year at institutions receiving 50 or more Comprehensive Financial Aid Reports during the present school year and summer.

The Profile of Financial Aid Applicants (PFAA) is a Research Service that is offered free of charge to colleges and universities that received 50 or more ACT Comprehensive Financial Aid Reports (CFARs) from financial aid applicants during the preceding year. The PFAA requires no input from college officials and *is sent automatically* in the fall to institutions meeting the sample requirement.

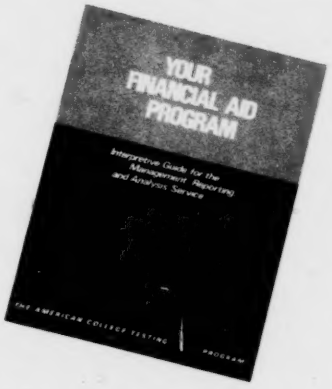
The report, based on educational, demographic, and financial data, provides aid administrators with an early overview of students who applied for financial assistance. These data can be used for internal reporting, for preliminary evaluation, and for preparing internal budgets and federal fund requests. In addition, by using the normative data provided in *Your Financial Aid Applicants,* aid administrators will be able to compare aid applicants at their institution with aid applicants at other institutions.

MANAGEMENT REPORTING AND ANALYSIS SERVICE

A comprehensive Research Service that focuses on financial aid recipients during the current school year. To be eligible for this service, the institution must have 200 or more aid applicants and must have used ACT for 50% or more of these applicants. Institutions will be charged $100 for this service.

The Management Reporting and Analysis Service (MRAS) is another program to help the financial aid administrator deal with the rapidly expanding tasks he is facing. This service focuses on students receiving financial aid. It is more comprehensive in scope and purpose than the Profile of Financial Aid Applicants and requires considerable effort on the part of the participating institution. The purpose of the Management Reporting and Analysis Service is to provide quantitative information that an aid administrator can use to evaluate his financial aid program and award-making policy.

The MRAS provides a comprehensive analysis of a financial aid program. Some of the more interesting analyses provided are of aid recipients by level of income, achievement level, amount of financial need, and the amount of unmet need for different income levels. Three of the tables in the report examine differences in the aid program for those who accepted and those who rejected financial aid.


YOUR FINANCIAL AID PROGRAM
Interpretive Guide for the Management Reporting and Analysis Service
THE AMERICAN COLLEGE TESTING PROGRAM

There are several tables which are designed to provide much of the data needed in the Federal Fiscal-Operations Report.

Any institution with 200 or more aid applicants that uses ACT for 50% or more of its aid applicants is eligible to participate in the MRAS. Institutions using this service will be charged $100, and all aid students (whether they completed ACT aid forms or not) can be included in the study.

SPECIAL RESEARCH PROJECTS

Special Subgroup Class Profile Reports

Special subgroup Class Profile Reports can aid in understanding specific groups of students on one or more campuses with whom college officials are especially concerned. Undecided students, disciplinary students, students in various curricular areas, commuters, out-of-state students, graduates of small high schools, dropouts, persisters, students at various ACT score levels, etc., are distinct student groups that may have unique characteristics and needs. A Class Profile Report of a special student group can point out special needs and characteristics that typified these groups of students at college entrance. For more information on this service, write to ACT Research Services, P.O. Box 168, Iowa City, Iowa 52240, outlining your special needs.

Composite Research Reports

Composite research reports allow colleges with similar characteristics to compare their students to the total student group. College associations, state or regional systems, and other groupings of colleges can develop norms for the college group on Class Profile, Basic Research Service, Institutional Self-Study Service, etc. Most composite reports are inexpensive per college and require no work on the part of the college which has participated in the regular service. For more information on this service, write to ACT Research Services, P.O. Box 168, Iowa City, Iowa 52240, outlining your special needs.

Specialized Analyses

Specialized analyses tailored to unique needs of a system or group of colleges have been provided by ACT Research Services during the last several years. For more information, write to ACT Research Services, P.O. Box 168, Iowa City, Iowa 52240, outlining your special needs.

Questionnaire Analysis Service

The Questionnaire Analysis Service allows institutions to design up to 200 questions of local interest. ACT will work with the institution to score and report the results. All details are arranged on an individual basis. Cost will vary depending on size and complexity of project. For more information on this service, write to ACT Research Services, P.O. Box 168, Iowa City, Iowa 52240, outlining your special needs.

PLANNING PARTICIPATION

in Research Services

ACT's Research Services are designed to meet a variety of needs, some more urgent than others, depending on the institution. To take maximum advantage of the ACT Research Services, it is essential that an institution formulate a research plan for a period of years. To do this, campus personnel should develop lists of research needs and order these needs according to their importance to the college. Then, by carefully planning research options and integrating research plans with each other and with other on-campus research, a design can be developed for participating over a period of several years.

Since the Career Planning Program Research Services were designed to focus on students in specialized vocational and technical programs, the illustration in this section will include only the more general institution-wide Research Services. The research-planning principles may also apply to use of the Career Planning Program services, however.

Chart A on pages 32-34 shows a list of research needs common to many colleges and universities. Some needs will be more urgent than others, depending on the institution, and many of them are continuing needs that must be dealt with every year. Also indicated in Chart A are the ACT Research Services that pertain to the various research needs. Many of the needs also warrant special supplementary on-campus research guided by findings of the appropriate research report.

For Class Profile and the two financial aid planning services, participation should be on a yearly basis if your institution meets the minimum sample requirements for these services. All of them meet important continuing needs. The type of Institutional Self-Study participation varies. For example, some institutions might want to do research on sophomores while others use seniors; some on an every-year basis, others on an alternate-year basis. Some colleges may be particularly interested in certain student groups (such as

student leaders or students in specific curricula). Locally developed items can be included in the Institutional Self-Study Service so that unique characteristics of the special groups could also be examined.

Since it requires much work on the part of research officials and since changes in grading standards and predictions are not normally subject to rapid change, most colleges want to participate in the Standard Research Service on an "every other year" or "every third year" basis. Some participate in consecutive years because of marked changes in their college's policies or practices, or because they wish to study additional courses and subgroups, but every-year participation is not common. During years colleges do **not** participate in the Standard Research Service, they are encouraged to

Chart A: Common Research Needs

Class Profile Service participation may aid in meeting the following major research needs:

1. To describe the academic ability and out-of-class characteristics of the entering class for the use of administrators, faculty members, and counselors
2. To determine special educational needs of the incoming freshmen for program planning purposes
3. To explore whether the student body has a wide variety of backgrounds that will result in educationally "fruitful" interactions among students
4. To discover major "feeder-schools" for the institution, and which institutions compete for these same students
5. To discover characteristics of students who apply for admission but do not enroll at the institution
6. To detect changes in the characteristics of the entering class which may have resulted from changes in admissions, public relations, or other programs
7. To make enrollment projections.

Basic Research Service participation may aid in meeting the following major research needs:

8. To predict overall GPAs for purposes of guidance and advice to prospective students, scholarship decisions, and exploration of admission requirements

[Continued]

participate in the Basic Research Service (which requires little work on the part of the college) so that they can observe overall trends in grading practices.

Some colleges may wish to meet some of the Standard Research Service needs in one year and the remainder of the needs the next year. For example, let us suppose that Alpha College has participated in the Basic Research Service the first year and its officials wish to work on all of the Standard Research Service needs listed in Chart A during the second and third years. They might design their Standard Research participation as suggested on pages 35-37.

Chart A—*[Continued]*

9. To evaluate whether campus grading practices, as a whole, are corresponding to the college's objectives and philosophy.

Standard Research Service participation may aid in meeting the following major research needs:

10. To predict grades for majors in different curricular areas and to predict grades in freshman English, college algebra, and other popular freshman courses in order to provide a basis for class sectioning and to advise students in course selection

11. To examine grading practices in different departments and in different freshman courses for an understanding of the extent and pattern of interdepartmental uniformity in grading

12. To examine grading practices within a given department or for different sections of the same course so that instructor differences in grading practices will become apparent

13. To evaluate the effectiveness of special locally developed measures in predicting grades in specific courses

14. To check the adequacy of the present prediction equations.

Profile of Financial Aid Applicants and Management Reporting and Analysis Service participation may aid in meeting the following major research needs:

15. To study the institution's financial needs, to determine whether tuition is too high, and to evaluate the adequacy of the financial aid program

16. To evaluate the financial aid awarding machinery.

[Continued]

Chart A—*[Continued]*

Institutional Self-Study participation may aid in meeting the following major research needs:

17. To appraise student intellectual and academic development

18. To appraise student development in out-of-class areas

19. To explore instructor and program effectiveness

20. To explore students' reactions to college policies, facilities, programs, instructors, and student services for an indication of whether their needs are being met or whether new programs are needed

21. To explore nonstudent reactions to various aspects of the institution.

Class Profile and Institutional Self-Study subgroup reports may aid in meeting the following major research needs:

22. To discover causes of attrition on the campus

23. To discover factors that distinguish important campus subcultures, residence groups, groups with different ability and achievement levels, high school class size, undecided students, etc.

Other major research needs:

24. To evaluate facility utilization and to make projections for future physical campus development

25. To evaluate budget and cost-accounting procedures and to explore scheduling and fund-allocation priorities

26. To evaluate the impact of federal research grants on the institution

27. To explore the instructional process and determine proper criteria for effective teaching

28. To evaluate experimental teaching methods and programs

29. To study the feasibility of incorporating systems applications for use in various areas of campus management

30. To study "environmental press"

31. To discover what happens to students after graduation.

Year 2 Standard Research Service Design Considerations for Alpha College

In order to satisfy needs 10 and 11, Standard Research Service participation might be designed as shown in Chart B. Such a design would provide equations for predicting overall grades for five curricular groups and for both sexes. It would permit grade predictions in 11 different courses (English 101; Mathematics 100, 101, 107; Psychology 101; History 101; Government 101; Chemistry 101; French 101; Natural Sciences 100; and Botany 101). It would compare each course with grades given in other local courses and with grades given in similar courses across the country. Thus, information relevant to research needs 10 and 11 would be supplied with one Standard Research Service participation.

Year 3 Standard Research Service Design Considerations for Alpha College

For needs 12, 13, and 14, Standard Research Service participation might be arranged as shown in Chart C.

In this plan, Subgroup 1 is used to examine differences among instructors in the English Department. Four instructors were chosen who typically taught two or more sections of English 101 and who had different grading reputations. In order to include at least 100 students for each instructor (minimum required for the Standard Plan), it would be necessary to report freshman grades over a 2-year period. The results would show not only the relative predictability of four instructors' grades but also the degree to which their grading standards varied.

Subgroups 2 and 3 reflect the preceding year's study of Subgroups 1 and 2. As Local Predictors, the college would use the appropriate predicted GPA based on last year's equations. This arrangement not only updates these equations but also determines the extent to which previously developed equations are still valid.

The same criteria are studied in Subgroup 4, which we include in order to study the predictive power of some locally administered tests and ratings. Thus, ratings given on an English theme during orientation, a local mathematics placement test, a nationally standardized test of reading comprehension, and a rating from the high school principal would be reported as Local Predictors. The report would show the predictive validity of these devices and would determine if they add significantly to the predictive information supplied by standard ACT data.

Chart B Standard Research Service Designed for Year 2 (Alpha College)

Criteria	*Subgroup 1 All Men*	*Subgroup 2 All Women*	*Subgroup 3 Engineering*	*Subgroup 4 Education*	*Subgroup 5 Math.-Sci.*	*Subgroup 6 Hum.-Soc. S.*	*Subgroup 7 Business*
1	Eng. 101	Eng. 101	Eng. 101	Eng. 101	Eng. 101	Eng. 101	Eng. 101
2	Math. 101	Math. 101	Math. 107	Math. 101	Math. 107	Math. 101	Math. 100
3	Hist. 101 or Govt. 101	Hist. 101 or Govt. 101	Any Soc. S. course	Psych. 101	Any Soc. S. course	Hist. 101	Govt. 101
4	Chem. 101	Chem. 101	Chem. 101	Bot. 101	Chem. 101	French 101	N. Sci. 100
5	Overall	Overall	Overall	Overall	Overall	Overall	Overall

Chart C Standard Research Service Designed for Year 3 (Alpha College)

Criteria	*Subgroup 1 All Freshmen (Last 2 Yrs.)*	*Subgroup 2 All Men*	*Subgroup 3 All Women*	*Subgroup 4 All Freshmen*
1	English 101-Instr. 1	English 101	English 101	English 101
2	English 101-Instr. 2	Math. 101	Math. 101	Math. 101
3	English 101-Instr. 3	Hist. 101 or Govt. 101	Hist. 101 or Govt. 101	Hist. 101 or Govt. 101
4	English 101-Instr. 4	Chem. 101	Chem. 101	Chem. 101
5	Overall	Overall	Overall	Overall
Local Predictors				
1	PGPA[a], Eng. 101	PGPA, Eng. 101	PGPA, Eng. 101	English Theme
2	PGPA, Math. 101	PGPA, Math. 101	PGPA, Math. 101	Math. Placement
3	PGPA, Hist.-Govt. 101	PGPA, Hist.-Govt. 101	PGPA, Hist.-Govt. 101	Reading Test
4	PGPA, Chem. 101	PGPA, Chem. 101	PGPA, Chem. 101	H.S. Principal Recom.
5	PGPA, Overall	PGPA, Overall	PGPA, Overall	

[a]PGPA = Predicted GPA

After the campus research coordinator, in consultation with other campus officials, has completed a campus-wide research plan for several years, he is ready to proceed with the research outlined for Year 1. This section has emphasized the contribution ACT Research Services can make to the plan, but the research plan should include other necessary research questionnaires, operations, and studies as well. Participation in ACT Research Services is meant to give the local institutional researcher more time to conduct other on-campus research and to interpret findings.

In practice, many research needs may arise that were not part of the original plan. Some of these will be suggested by findings of the ACT Research Services or other locally conducted analyses; others may arise from changes in campus policies or from new educational theories or practices. Thus, the list of research needs should be revised yearly and plans updated for dealing with them.

In ACT's experience, successful use of the Research Services requires that a college usually assign a professional educator one-half time to Research Service matters. This researcher can help insure that full advantage is taken of these services by (a) coordinating Research Service planning, (b) supervising the various steps in participation, and (c) summarizing and interpreting the results to the administration, faculty, and others whose work with students would benefit from an understanding of these data.

The effectiveness of this individual would be enhanced by consultation with ACT's Research Services staff and the Educational Services representatives in his region. Addresses and telephone numbers of the ACT regional representatives are on pages 43-44.

In addition to assisting with the planning and design of Research Service studies, the ACT Educational Services representative is available for help in interpreting results. Therefore, if you have questions about your research report, would like assistance in interpreting research results, or need help in making graphical presentations to various groups of people on your campus, feel free to contact your ACT Regional Office.

NOTICE

to past participants

in ACT Research Services

Changes in colleges and their students over a 3-year period are frequently great enough to make original research data misleading by the end of the period. Decisions based on such information may therefore be unwise and detrimental to the welfare of both students and colleges. The following ACT policy is designed to avoid this possibility.

Research Service participation must recur at least once every 3 years if schools are to continue to receive predictive information about their ACT-tested prospective students.

For example, institutions that last participated for 1969-70 freshmen must participate in the Class Profile and/or Basic or Standard Research Service for 1972-73 freshmen in order to continue to receive predictive information on Line 4 of ACT Student Profile Reports.

QUESTIONS AND ANSWERS

May we participate under more than one plan?

Yes, this is recommended. The various Research Services were designed for different purposes and to complement one another. Colleges may not participate in both Basic and Standard during the same year, however, because they have the same general purpose.

Can a college participate in the Career Planning Program Research Services if it participates in the ACT Assessment Program?

The determining factor is whether the college recommends or requires that a certain portion or all of its prospective students take the Career Planning Profile inventory. If the college meets this and the sample size requirements, data are available so that the college can participate in the Career Planning Program Research Services even though it is also participating in the Class Profile and the Basic or Standard Research Services. For example, although many of the community colleges will require arts and science applicants as well as vocational-technical applicants to take the Career Planning Profile, others will require the ACT Assessment of their arts and science applicants and the Career Planning Profile of their vocational-technical program applicants.

Can "non-ACT participating" colleges, or colleges which only participate in the ACT Career Planning Program, participate in the ACT Institutional Self-Study Service?

Yes. In fact, a large percentage of the colleges and universities participating in this service during the 1971-72 school year were "non-ACT participating" colleges (although some of these have since become regular ACT participants). However, these colleges will forego the 15 report tables which relate current self-study-service-collected data back to similar data collected

through the ACT Assessment prior to college entrance, and which can provide concrete evidence of whether particular student changes are occurring or not.

We participated in the Class Profile Service last year. Should we do so again?

Annual participation in the Class Profile Service is recommended so that recent information about entering freshmen will be available and a comprehensive description of each freshman class can be compiled. This information facilitates the study of trends in the composition of your student body and aids in educational planning.

We do not know whether to participate in Standard Research Service or Basic Research Service. Which do you recommend?

ACT recommends that small colleges or colleges with limited staff elect Basic. If Standard is chosen, arrangements should be made to consult regularly with a statistician. In addition, sufficient clerical help should be available; generally, a college would spend about five times as many hours preparing for Standard as for Basic.

We participated in Basic Research Service last year. Should we do so again?

We recommend that a college participate in Basic in years when it does not participate in Standard. For most colleges, this would mean participating in Standard once every 2 or 3 years and in Basic in the other years. Some colleges do not need to participate in Standard, finding that the Basic Service meets their educational research needs satisfactorily.

We participated in Standard Research Service the year before last. Should we do so again?

Unless substantial changes occur in a college's policies or practices, or unless different courses or subgroups are studied, ACT encourages colleges and universities to participate in Standard on an "every other year" or "once every 3 years" basis. Colleges and universities which participated in Standard last year or the year before should participate in Basic this year so that they can be alert to overall trends in their students' academic ability and in their faculty's grading practices.

How often must we participate in ACT Basic or Standard Research Services in order to continue to receive Line 4 grade predictions on score reports for prospective students?

Because research data can become out-of-date and thus be misleading, schools must participate at least once every 3 years in order to continue to receive predictive information on Line 4 of score reports for prospective students.

How can we make the best use of ACT's Research Services?

The best use of these services comes through planning a master design and institutional assessment for your institution and implementing this design over a period of several years. An illustration is given on pages 31-37 of this booklet. ACT Research Services should be integrated into the total program of institutional research at your college or university. Your research should be centered on important educational problems experienced by your faculty and administration.

We would like to participate in the Basic Research Service or the Standard Research Service, but we are a small college (or nursing school). We have fewer than 100 students for whom we have ACT scores, high school grades, and college grades. What can we do?

At least 100 student records are necessary in order that stable correlational statistics can be obtained. Colleges enrolling fewer than 100 new students each year should include freshmen from previous years in a manner described in the *Procedures for Completing the Standard Research Service Cards* (for Standard) or the *Instructional Guide* (for Basic). If a college was just founded, just entered the ACT Program, or is extremely small, the accumulation of past student records may yield fewer than 100. In this case, the college should postpone its participation for a year or two until 100 student records have been secured.

Last year, we participated in the Standard Research Service. Can we combine those results with this year's Standard?

Yes. To do so, you must make special arrangements in advance. Write to ACT Research Services, P.O. Box 168, Iowa City, Iowa 52240. There is an $80 charge for this service. (At no charge, colleges can combine data for previous years using nonprepared cards; this method is explained in the *Procedures for Completing the Standard Research Service Cards.)*

Can we obtain analyses of special subgroups as part of our Class Profile participation?

Institutions sometimes want to examine differences in the characteristics of students classified by some means other than sex (for example, by curricula, housing unit, or level of ability). Upon request, the Research Services staff will prepare special Class Profile Reports for such groups on an at-cost basis. Special arrangements must be made. Address inquiries to ACT Research Services, P.O. Box 168, Iowa City, Iowa 52240.

What if we miss a deadline? Can we still participate?

Deadlines enable us to realize significant economies in data processing and thus to offer more services. Every effort is made to set realistic deadlines. In the event you are unable to meet them, you may still participate in the Research Services; however, you must absorb the costs associated with providing unscheduled analyses.

What happens if we change our mind after the reservation card has been sent in?

Adjustments can always be made. If expenses are incurred in changing participation plans, the college must bear these costs.

We are interested in research but are unfamiliar with how to interpret and use statistical tables. Can we obtain assistance?

A special publication, *Your College Freshmen,* accompanies all Class Profile, Basic, and Standard Research Service Reports. This book provides a nontechnical discussion of the tables, suggests how the results can be used in various campus programs, and outlines some practical ways of communicating results to campus personnel. In addition, ACT regional Educational Services representatives are available to help interpret the reports and suggest improved ways of using ACT information.

How do we arrange to participate?

Simply fill out the enclosed self-addressed reservation postcard and mail it before February 1. Instructions and other materials will be sent after your reservation card has been received. For special projects, write ACT Research Services, P.O. Box 168, Iowa City, Iowa 52240.

RELATED GUIDANCE AND PLACEMENT SERVICES

Although guidance and placement instruments are not developed primarily for research purposes, the institutional researcher will often be interested in, and want to be familiar with, such instruments. Therefore, a description of two ACT instruments is included here. For further information about these instruments, please contact the Educational Services Division, The American College Testing Program, P.O. Box 168, Iowa City, Iowa 52240

ACT Guidance Profile: Two-Year College Edition

Designed specifically to meet educational and vocational guidance needs in the 2-year college, the Guidance Profile can also aid counselors and advisers in other settings. Because the format and content are nonthreatening, and because students can see the relevance of the various items to their decision-making problems, the Guidance Profile can be taken anywhere, at any time, with no special tools, and in a minimum of time. In addition to providing aid to the counselor during the formal guidance process, the self-instructive format of the Profile helps a student see meaningful relationships as he is completing the form and as it is being scored by himself prior to the initial interview or group-guidance session. The five sections of the instrument are titled: (a) Ambitions and Plans, (b) Vocational Interests (the Vocational Preference Inventory), (c) Self-Estimates, (d) Potentials, and (e) Competencies. A profile sheet is included with each inventory.

ACT College Mathematics Placement Examination

A number of different colleges have found this examination to be an excellent device for placement of students in advanced mathematics courses. While the math subtest of the ACT Assessment emphasizes basic mathematical skills, the placement exam emphasizes advanced course content. The scores yielded by the Placement Exam are: (a) Intermediate Algebra, (b) College Algebra, (c) Total Algebra, (d) Trigonometry, (e) Special Topics, and (f) Total Score.

CONSULTATION SERVICES

offered by the staff of ACT

If your college would like assistance in planning your research, in outlining procedures to be followed, or in applying results on your campus, contact the ACT Regional Office for your area given below or contact the Research Services staff.

ACT REGIONAL OFFICES

NATIONAL OFFICE

Arthur E. Smith, *Vice President*
Thomas C. Oliver, *Assistant Vice President*
Joe B. Henry, *Director, Financial Aid Program*
Keith J. Jepsen, *Assistant Director, Financial Aid Program*
Warren K. Willis, *Director, Career Planning Program*
Barbara G. Fowler, *Administrative Assistant*

WESTERN REGION

(Alaska, California, Hawaii, Idaho, Nevada, Oregon, Washington)

The American College Testing Program
Western Regional Office
Downtown Plaza Towers, Suite 515
555 Capitol Mall
Sacramento, California 95814
Telephone: 916/444-6966
J. Dan Recer, Regional Director

The American College Testing Program
Southern California Office
P.O. Box U
Agoura, California 91301
Telephone: 213/889-8220
Bob J. Gilliam, Assistant Director

MOUNTAIN-PLAINS REGION

(Colorado, Kansas, Montana, Nebraska, North Dakota, South Dakota, Utah, Wyoming)

The American College Testing Program
Mountain-Plains Regional Office
Executive Office Building
720 Pearl Street
Boulder, Colorado 80302
Telephone: 303/443-1247
O. W. Hascall, Regional Director

The American College Testing Program
Kansas-Nebraska Office
P.O. Box 1104
Manhattan, Kansas 66502
Telephone: 913/539-6551
Donald D. Davis, Associate Director

SOUTHWESTERN REGION

(Arizona, Arkansas, New Mexico, Oklahoma, Texas)

The American College Testing Program
Southwestern Regional Office
7 Briercroft Office Park
Suite 110
Lubbock, Texas 79412
Telephone: 806/744-8443
Vernon L. Odom, Regional Director

The American College Testing Program
Texas Office
909 Dalworth, Suite 201A
Grand Prairie, Texas 75050
Telephone: 214/263-3259
J. Richard Tarter, Associate Director

The American College Testing Program
Oklahoma-Arkansas Office
Nichols Hills Executive Building, Suite 105
6403 N.W. Grand Boulevard
Oklahoma City, Oklahoma 73116
Telephone: 405/843-0439
Robert G. Sanders, Assistant Director

MIDWESTERN REGION

(Illinois, Indiana, Iowa, Michigan, Minnesota, Missouri, Ohio, Wisconsin)

The American College Testing Program
Midwestern Regional Office
899 Skokie Boulevard
Northbrook, Illinois 60062
Telephone: 312/498-2810
Lee Noel, Regional Director

The American College Testing Program
Ohio-Indiana Office
133 North Prospect Street
Bowling Green, Ohio 43402
Telephone: 419/352-5317
Thomas J. Colaner, Assistant Director

EASTERN REGION

(Connecticut, Delaware, District of Columbia, Maine, Maryland, Massachusetts, New Hampshire, New Jersey, New York, Pennsylvania, Rhode Island, Vermont, West Virginia)

The American College Testing Program
Eastern Regional Office
General Washington Building
216 Goddard Boulevard
King of Prussia, Pennsylvania 19406
Telephone: 215/265-0345
Peter L. Fisher, Regional Director

SOUTHEASTERN REGION

(Alabama, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Virginia)

The American College Testing Program
Southeastern Regional Office
20 Perimeter Park, Suite 101
Atlanta, Georgia 30341
Telephone: 404/458-3293
Ronald G. Eaglin, Regional Director

ACT RESEARCH SERVICES DEPARTMENT

E. James Maxey, Director

Thomas C. Greenland, Assistant Director,
Research Services

Lawrence K. Kojaku, Assistant Director,
Applied Studies

Oscar T. Lenning, Assistant Director,
Research Services

Philip R. Rever, Associate Director,
Applied Studies

Research Services Department
Research and Development Division
The American College Testing
Program
P.O. Box 168
Iowa City, Iowa 52240
Telephone: 319/351-4470

The following publications may be obtained by writing ACT Publication and Information Services, P.O. Box 168, Iowa City, Iowa 52240. If there is a charge, a check or money order should accompany the request.

Volume I of Assessing Students on the Way to College. Technical Report for the ACT Assessment Program. This comprehensive review of the ACT Assessment Program includes the following sections: (1) The role of student assessment in the transition from high school to college; (2) rationale for the content of the ACT Student Assessment Program; (3) content and development of the ACT Assessment Program; (4) on validating the ACT Assessment Program; (5) evaluation of some general interpretive uses of the ACT Assessment; (6) student, high school, and college uses of the ACT Assessment; (7) bias in the uses of educational assessment. Single copy $5; $3 each if five or more copies are ordered at one time; if purchased as part of a boxed two-volume set (see Volume II below), the total cost for both volumes is $6.

Volume II of Assessing Students on the Way to College. College Student Profiles: Norms for the ACT Assessment. This book provides norms on the ACT Assessment for college type and geographic regions, student age, curricular major, degree sought, family income, and selected groups of disadvantaged students. Single copy $3; $2 each if five or more copies are ordered at one time; if purchased as part of a boxed two-volume set (see Volume I above), the total cost for both volumes is $6.

ACTivity. National newsletter published five times each academic year. Provides timely and important information about ACT programs, as well as related education news. Add your name to the mailing list by writing to: ACT Publications, P.O. Box 168, Iowa City, Iowa 52240. Free.

Handbook for the ACT Career Planning Program. 1972 Edition. Includes sections on career education, guidance, and the Career Planning Program; Career Planning Profile construction, content, norming, reliability and validity for career guidance and prediction of performance; differentiation of educational programs; a variety of norms and a list of institutions administering the Career Planning Profile during the norming period. Free to participating institutions; single copy $3; $1.50 each if six or more ordered at one time.

Institutional Self-Study Service Manual, Part I: Research Planning. Outlines the purposes and rationale of the ACT Institutional Self-Study Service, gives considerations and procedures in designing and conducting a campus research study, and discusses the development, validity, and reliability of the Self-Study Service survey instrument. Numerous techniques and suggestions are given that can be helpful for any survey study (e.g., formulating objectives, increasing response rate), including an entire chapter on sampling procedures. $3.

Institutional Self-Study Service Manual, Part II: Using the Research Reports. Discusses the interpretation, application, and communication of Institutional Self-Study Service research findings. Included are national norms and special institutional comparison tables for five different types of colleges. Emphasis is on practical applications that will have an impact on institutional improvement. $3.

Your College Freshmen: Interpretive Guide to ACT Research Services for Higher Education. Contains information to assist campus researchers in using the Class Profile, Basic, and Standard Research Service reports to better understand their students. $3.

Your Financial Aid Applicants: Interpretive Guide for the Profile of Financial Aid Applicants. Contains descriptive information of a service that assists financial aid administrators at colleges and universities. $2.

Your Financial Aid Program: Interpretive Guide for the Management Reporting and Analysis Service. Assists the financial aid administrator in the interpretation of the Management Reporting and Analysis Service Report for his institution. $3.

Using ACT on the Campus: A Guide for the Use of ACT Services at Institutions of Higher Education. Provides assistance in understanding and using ACT data for admissions, scholarship selection, course sectioning, and personnel services. Single copy $1; $.50 each if six or more ordered at one time.

No. 1 **When You Listen, This Is What You Can Hear . . .**, by Gordon A. Sabine. $3.

No. 2 **Comprehensive Information Systems for Statewide Planning in Higher Education.** $1.

No. 3 **Teachers Tell It—Like It Is, Like It Should Be,** by Gordon A. Sabine. $3.

No. 4 **Special Degree Programs for Adults: Exploring Nontraditional Degree Programs in Higher Education,** by Roy Troutt. $2.

No. 5 **Emerging Students . . . and the New Career Thrust in Higher Education.** $2.

Monograph Two: **The Two-Year College and Its Students: An Empirical Report,** edited by Leo A. Munday. $3.

Monograph Three: **The Ghetto College Student: A Descriptive Essay on College Youth from the Inner City,** by Gordon D. Morgan. $3.

Monograph Four: **Open Admissions and Equal Access,** edited by Philip R. Rever. $3.

Monograph Five: **Financing Higher Education: Alternatives for the Federal Government,** edited by M. D. Orwig. $3.

Monograph Six: **Assessment in Colleges and Universities,** edited by Fred F. Harcleroad and Jean H. Cornell. $3.

Monograph Seven: **The New Colleges: Toward an Appraisal,** edited by Paul L. Dressel. $3.

Monograph Eight: **Blueprint for Change: Doctoral Programs for College Teachers,** by Paul L. Dressel and Frances H. DeLisle. $3.

The Developing State Colleges and Universities: Historical Background, Current Status, and Future Plans, by Fred F. Harcleroad, H. Bradley Sagen, & C. Theodore Molen, Jr. $3.

These are periodic published reports of basic and applied educational research conducted by the Research and Development Division of ACT. Topics cover such areas as student development, vocational choice, impact of college on students, financial aid, and vocational interest measurement. Individual reports are provided, when available, for $1. A partial listing of reports in the series is presented below. A complete list of these publications can be obtained by writing to ACT Research and Development Division, P.O. Box 168, Iowa City, Iowa 52240.

No. 42 *Applications of Bayesian Methods to the Prediction of Educational Performance,* by M. R. Novick, P. H. Jackson, D. T. Thayer, & N. S. Cole

No. 43 *Toward More Equitable Distribution of College Student Aid Funds: Problems in Assessing Student Financial Need,* by M. D. Orwig

No. 44 *Converting Test Data to Counseling Information,* by D. J. Prediger

No. 45 *The Accuracy of Self-Report Information Collected on the ACT Test Battery: High School Grades and Items of Nonacademic Achievement,* by E. J. Maxey, & V. J. Ormsby

No. 46 *Correlates of Student Interest in Social Issues,* by R. H. Fenske, & J. F. Carmody

No. 47 *The Impact of College on Students' Competence to Function in a Learning Society,* by M. H. Walizer, & R. E. Herriott

No. 48 *Enrollment Projection Models for Institutional Planning,* by M. D. Orwig, P. K. Jones, & O. T. Lenning

No. 49 *On Measuring the Vocational Interests of Women,* by N. S. Cole

No. 50 *Stages in the Development of a Black Identity,* by W. S. Hall, R. Freedle, & W. E. Cross, Jr.

No. 51 *Bias in Selection,* by N. S. Cole

No. 52 *Changes in Goals, Plans, and Background Characteristics of College-Bound High School Students,* by J. F. Carmody, R. H. Fenske, & C. S. Scott

No. 53 *Toward an Integration of Theory and Method for Criterion-Referenced Tests,* by R. K. Hambleton, & M. R. Novick

ACT POSTDOCTORAL SUMMER RESEARCH FELLOWSHIPS

(a program to foster the work of young research scholars in higher education.)

Some of the possible areas for research include:

- Computer assisted data analysis
- The disadvantaged student
- The student decision-making process
- Assessment of student talents and institutional effects
- Financing of higher education
- Two-year colleges and their students
- Guidance procedures for high school students
- The student environment
- Measurement and prediction theories

The American College Testing Program is a nonprofit educational service organization which collects, analyzes, and reports information about students to secondary schools and institutions of higher education and provides students with information about their own abilities to assist them in career decisions.

THE SUMMER FELLOWSHIP	• To encourage research in higher education. • To support the development of young researchers.
ELIGIBLE CANDIDATES	• Must have doctorate in education, psychology, economics, sociology, statistics, or measurement. • Must have at least one year of postdoctoral experience or equivalent. • Must have a developed interest in a substantive or theoretical problem relevant to higher education.
STIPEND (For 1973 Summer Fellows)	• $3,000 for one summer defined as a residence of up to 90 days in Iowa City to include the period of June 13-August 15. • $500 moving and travel allowance.
TO APPLY	• Application blanks can be obtained from: Dr. Melvin R. Novick Committee on Summer Fellows

For 1973, applications must be received by January 22, 1973, and awards will be announced on February 15, 1973. Similar dates and stipends will apply in succeeding years.

FILMED FROM BEST AVAILABLE COPY